DOCUMENT RESUME

ED 413 287 SP 037 548

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TITLE Investigating the Effects of Multiple Changes on the Transitioning Teacher.
PUB DATE 1997-00-00
NOTE 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attitude Change; Case Studies; *Educational Change; Elementary Education; Elementary School Teachers; Instructional Program Divisions; Resistance to Change; *Teacher Attitudes; Teacher Influence; *Teacher Transfer; *Teaching Conditions; Whole Language Approach
IDENTIFIERS *Teacher Change; *Teacher Transitions

ABSTRACT

This paper reports on a study to determine whether a change in organizational environment (relocation or shifting grade levels) affected teachers' ability to sustain their adopted philosophical and/or instructional practices. Study participants were drawn from two schools whose faculties were engaged in transition to a whole language curriculum. Data gathered from the nine participants, through interviews, teacher lesson plans, and classroom observations established the extent of the teachers transition and the effects of transfers upon their change over the course of the study. The four participating teachers who remained at the same school and at the same grade level continued in their gradual transition to a whole language curriculum. The five remaining teachers transferred to another teaching level, another school, or both. Those who made a single transfer tended to maintain their level of transition, while those undergoing several transfers experienced a temporary negative effect. Study findings suggest that multiple changes during a transition could lead to a temporary regression in the major change. The findings may also imply that teachers might remain at either the same school or the same grade level during a transition to a new curriculum. (Contains 19 references.) (ND)

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Investigating the Effects of Multiple Changes on the Transitioning Teacher

By Karyn E. Schweiker-Marra

Monongalia County Schools

Paper presented at the annual meeting of the Eastern Educational Research Association

Hilton Head, South Carolina, 1997

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Investigating the Effects of Multiple Changes on the Transitioning Teacher

By Karyn E. Schweiker-Marra

With the dawn of the twenty-first century a mere three years away, educational leaders are striving to incorporate sweeping changes into an educational system that will prepare today's students for the fast pace of tomorrow's world. President Clinton in his second inaugural speech specifically addressed the need for national standards in education (Haworth & Lederman, 1997). These standards will inevitably result in changes occurring in public schools across the nation. In addition, shifting populations, aging buildings, and constraints on finances will cause a great deal of teacher change in the form of transfers. As the main source of introducing a change into the classroom (Richardson,1990), teachers will in turn have to undergo a change in their own teaching methods, styles, and curriculum (Johnson, Bickle, & Wallace, 1990; Joyce, 1990; Pace, 1992).

Generally, teacher change refers to either a fundamental change requiring a change in teaching philosophy or a less sustantial change involving instructional practices (Hall, G.E. & Hord, 1987). Research (Wildman & Niles, 1987) has shown that the degree of change is dependent upon the teacher's theoretical justification for these changes. Since change requires learning on the part of the change agent, this learning becomes a process in which teachers, the administrators, and researchers agree on both the "what" of change and the "how to" accomplish it (Fullan, Miles, & Taylor, 1992). In addition, it has been noted that educational change is not a closed system, but is dependent upon support from the system's culture in the form of tangible support and public advocacy (Firestone & Corbett, 1987). Successful change is defined by measuring alterations in teacher's behavior relative to the adopted program (Pace, 1992).

Research on teacher change has concentrated on teacher's behavior during mandated changes and the teachers' beliefs and knowledge in regards to that change (Doyle & Ponder, 1977; Rosenholtz, Basseler, & Hoover-Dempsey, 1986). These studies have examined a change in a program or method on teachers remaining within the same cultural context. In-depth involvement over a period of time is important for stimulating change (Beckner, J. R. ,1995; Robicheaux, R.,

1996). Since teachers frequently transfer due to consolidation and school closings, multiple changes can be required in a teacher's practice. Hartzell (1994) recommends that teachers, experiencing a teacher transfer, must have a period of reinduction or resocialization formerly afforded only to beginning teachers. While there are limited studies on multiple changes, Mager's (1988) study on transferring teachers concluded that as teachers adapt to change their performance may temporarily be affected. Wright's (1987) study found that teacher transfers combined with curriculum change may have detrimental results.

The theoretical question is whether transitioning teachers are able to sustain their newly adopted philosophical or instructional change while concurrently undergoing additional changes. Present theorist (Hall & Hord, 1987; Hargreaves, 1984) propose that teachers accept a change as a result of cues from the organizational environment and their individual beliefs, attitudes, goals and knowledge acquired from their experiences. Thus, it could be proposed that a change in their organizational environment could possible affect their ability to sustain their adopted philosophical or instructional change. This study anticipates determining whether or not these teachers maintained their new philosophical and/or instructional practices despite relocating or shifting grade levels.

Method

Sample

Identification of population. The population for this study was drawn from two schools within the same county of a rural mid-Atlantic state. Two schools were selected in order to examine both a mandated teacher change as well as a teacher elected change. The faculties were engaged in a similar change, that being a transition to a whole language curiculum. In order to identify schools for the study, a committee of experts from a local university and the county school system determined which schools were in the process of making a change. This committee consisted of a university professor in charge of supervising field placements in the county, a reading professor involved with placement of university reading students, and an experienced Chapter I teacher in the county. Both schools were identified as being in the process of a major

change in the form of a transition to a whole language curriculum. In the first school, identified as Richmond school, the teachers had elected to change, while in the second school, Salem, teachers were being mandated by the principal to change. Both schools were similar in size, number of students, and number of faculty. Code names for the schools were used to provide confidentiality.

Participants. Being a longitudinal study, the nine participants were interviewed during both phases of the study. They consisted of a Chapter I teacher and three teachers from each school who were identified as being at various levels of transition. An additional teacher was later added to provide a wider range of transition at one of the schools. Each teacher's name was changed to protect participant confidentiality.

Insert Table 1 and 2 about here

Since the several participants made transfers either before or during Phase 2 another table is provided to explain those transfers. The same code names were used to protect participant confidentiality.

Insert Table 1 and 2 about here

DataCollection

Three strategies were utilized in collecting data for both phases of the study. The primary strategy was a formal interview with each participant. Interviews were conducted at the beginning of the study shortly after the teacher change began (Phase 1) and again, two years later (Phase 2). The interview format focused upon their transition to a whole language curriculum and the difficulties that entailed. Follow-up questions were later asked as needed.

A second data source were teacher lesson plans. Each participating teacher was asked to

supply a copy of one week's lesson plans both at the beginning and the end of the study. These lesson plans included all teaching areas during that time period.

A final data source was the classroom observations made by the researcher in order to validate the use of a whole language curriculum during their actual teaching lessons. These observations were made at the end of both Phase 1 and Phase 2. The observations and lesson plans were examined by a committee of experts and Poeton's twelve principles of whole language (1990) were utilized to note any changes.

Data Analyses

Viewing teacher change as a phenomena, data were analyzed from a phenomenological perspective, following the recommendations of Hycner (1985). The purpose of using this approach to analysis was to identify teacher perceptions about their whole language change and factors effecting the levels of transition. Each audiotape was transcribed and segmented into idea units and then categories of idea units were identified. This was determined by rigorously examining each idea unit and eliciting the essence of its meaning given the context (Hycner, 1985).

At this time follow-up interviews were conducted to clarify unclear points made during the formal interviews. This data was transcribed, segmented, and added to the categories already established. Categories that related to teacher perceptions of change and factors effecting that change were noted separately. These categories were then examined in light of the research questions in order to note whether they aided in answering the research questions.

To check validity, the data were triangulated by comparing the data from the transcripts with the teachers' interviews, lesson plans, and the researcher's observations. To measure intercoder reliability, two graduate students were asked to independently categorize 500 idea units using the categories previously identified. Intercoder reliability was .83.

Results

The data established both the extent of the teachers' transition and the effect of transfers upon their change over the course of the study. The four participating teachers, who remained at the same school as well as teaching at the same grade level, continued in their transition to a whole

language curriculum. The five remaining teachers, one from Richmond and four from Salem either transferred to another teaching level, another school, or both. Those that made a single transfer tended to maintain their level of transition, while those undergoing several transfers experienced a temporary negative effect.

Teachers Who Made A Change To Whole Language

The four participating teachers, who remained teaching in the same school at the same grade level, gradually incorporated the change into their curriculum. These teachers began their transition at various levels of acceptance. Patty and Vana originally resisted the change, Sally showed interest in making the change, and Cherry was one of the leaders for change at her school. The difference in acceptance toward the change frequently correlated with their knowledge and collaboration on the change.

Patty and Vana. At the beginnings of Phase 1, Patty and Vana had strong backgrounds in skill-based reading instruction and felt that whole language was not adequate to teach reading to poor or non-readers. At that time Patty had almost no knowledge of whole language and had not taken the opportunity to increase that knowledge through professional development. Vana had been provided with many opportunities to gain knowledge of whole language, but lacked understanding of application to practice. Both teachers stated that their reasons for resisting whole language were their strong beliefs that skills were not sufficiently taught to children in the early elementary grades. In addition Vana felt that whole language would not prove to be accountable in regards to state and local tests.

By Phase 2, both Patty and Vana had a change in their attitudes toward the transition to whole language. Patty had begun to incorporate whole language activities and techniques in her teaching. When she was observed, she utilized whole language techniques such as incorporating student's writing into the lesson and using these techniques to teach a variety of skills. This was also reflected in her lesson plans. She explained the transformation in this way, "Well, once you get your foot into it and you understand what's going on it's more fun. Going into something you don't understand is hard." While she did incorporate some whole language techniques and

activities, she was unclear about whole language philosophy and continued to use a basal manual to guide her reading program. During Phase 2 Patty also began to build literature-based units with other teachers at the same grade level. She continued collaborating with the Chapter I teacher at her school on creating units and incorporating whole language activities.

By Phase 2, Vana had also become more knowledgeable about a whole language philosophy. She indicated that her initial resistance to whole language was "the natural reaction everybody feels at first". She could define whole language in a knowledgeable fashion, "Whole language is not something you do, it's something you are. It's a philosophy, a process, not an activity." Vana's reading program consisted of both a collaborative teaching model and a one-on-one teaching model. During the collaborative part she collaborated with several teachers in a team-teaching fashion. She stated that she utilized a lot of writing in her teaching and used the children's writing, sentences or poems to teach language arts. She explained her methods, "We use poetry for phonics and to teach adjectives, adverbs, grammar. We put everything on chart paper and laminate it, in that way the students can come up and write on it." During the pull-out part of her program she also utilized whole language.

Sally. In contrast to Vana and Patty, Sally had some knowledge of whole language and was utilizing a few activities at the beginning of Phase 1. Sally had previous experience on integrating subject areas through teaching units. She also had begun to select certain stories from the basal and was engaging her students in creating their own books. Sally, besides completing her masters degree, had done a great deal of reading on whole language. "I have some articles that I've read on how to develop the first grade writer. Some of the things I've read are the things that teachers are doing in whole language." Since her school's transition began through a grass-roots movement, Sally had attended an inservice on whole language given by the reformer at her school. Sally had less apprehension about the change than the Vana and Patty. "It really wasn't a transition for me because when I first started teaching, this is how we taught without books. We just taught."

By Phase 2 Sally had adjusted her curriculum to a total whole language approach. She

continued to expand her knowledge on whole language and increase her acceptance of its philosophy. Sally no longer utilizing basal textbooks and teachers' guides in her curriculum We mostly use trade books and Big Books. We make our own books, class books, and individual books." Her students work in small groups and whole groups with a great deal of emphasis on reading whole books in the classroom. At the same time, Sally worked at increasing her knowledge of whole language through professional development and collaboration. She had attended several conferences, including the West Virginia Writing Project, that emphasizing wholistic approaches and computers. Sally stated that a larger impact on her transition to whole language was due to a collaboration with a colleague. "It [my attitude to whole language] changed because one teacher left and they hired another one that was very acclimated toward whole language. This Chapter I teacher was very knowledgeable and supportive of whole language. So, I learned just by working with the Chapter I teacher and other teachers."

Cherry. Cherry, a Chapter I teacher, had begun this study with a proponent in the school's change to whole language. At the beginning of Phase 1, Cherry was knowledgeable about whole language approaches including the philosophy. She stated that it was professional development and her "own inquisitiveness" that made her the whole language teacher she "is today." Through the Chapter I collaborative model, Cherry began to demonstrate whole language activities to other teachers in her school. During Phase 2, her collaboration with classroom teachers increased. "I am working with teachers in first through third grade. I am going into the classrooms for at least one hour a day. We (including the classroom teachers) are planning together, collaborating, and teaching together. We have a planning time that coordinates with the classroom teacher's planning time. That way we can do our general planning and then see each other briefly each morning for the flexibility changes that need to be made. In addition, Chapter I has financed monthly meetings in which we are to collaborate with our teachers for long range planning." Another change in Cherry's curriculum during Phase 2 was in her work with individual children. In her pull-out program she also utilizes the whole language approach.

Although Cherry perceived her original knowledge of whole language as being substantial,

she wanted more professional development in the spin-off areas, *Reading Recovery* and multi-age grouping. As in Phase 1 of the study, Cherry was seeking her own professional development to augment her knowledge in these areas.

Teachers Who Made A Change To Whole Language And A Single Transfer

Channa and Sean, both teachers from Salem made a transfer at the beginning of Phase 2 of this study. Channa transferred from teaching at a fifth grade level to a second grade level, while Sean transferred from Salem School to Richmond School still teaching the fourth grade. These participants claim that the transfer had a positive effect on both their attitude and practice of whole language.

Channa. At the beginning of Phase 1 Channa showed a interest in the change to whole language, but felt that the approach frightened her. "It's scary, very scary! Because I've been taught that you do everything in a certain way: step one, step two, step three. And always have a manual, always have guides. Then all of a sudden you are told, it's changed."

During Phase 1 she attempted to utilize some whole language activities with the aid of another teacher, but by the end of the school year, she had become discouraged. "I was getting burnt out with the sixth grade. That was the year we had all those difficult students. I considered quitting teaching." Before the start of the second year of the study, Channa's principal called her at home and asked her to transfer to the second grade position at their school. Channa accepted and claimed that the transfer made a tremendous difference in her teaching career. "I got lucky when I took the second grade position. I feel it was my saving grace, because I didn't like the way I was doing things. Now, I'm happier. My days are harder, but I'm enjoying it more."

During Phase 2, Channa began her transition to a whole language approach through collaboration. Her transfer to the second grade position placed her with two other teachers extremely knowledgeable of a whole language approach. She stated that the process of having it modeled as well as attempting to practice it made her more comfortable with the change. "It worked. I learned it quicker than if I would have read research or attend a seminar. I was up there

doing it or I was being taught how to do it. It was difficult, but fun because of the people I worked with." When queried about her attitude concerning this method of learning whole language approaches, she said, "I think it depends upon the person. I tend to be a quiet person so I think I needed a push. Now for some people that may not be the case. I do better when I'm thrown into things or if I'm not aware of it." By the end of Phase 2 Channa was attending workshops and seminars to increase her whole language knowledge and utilizing this curriculum on her own in the classroom.

Sean. Unlike Channa, Sean did not find whole language frightening during Phase 1, but had some misgivings. He related his concerns, "I'm still vague on what is whole language, ...I'm seeing a lot of things that are thrown at us as whole language as things I've done for ten years. And I see some of my traditional approaches as being really effective and I don't want to throw them out because they aren't labeled whole language." During this phase he utilized a book set to teach reading which included an activity guide for discussions and writing activities.

Even though Sean had attempted some small changes while teaching at Salem, a more complete transition occurred at the start of Phase 2 when he transferred to Richmond. Sean felt that he was gradually progressing in the direction of whole language, but stated that he lacked confidence to experiment. At his previous school he felt an antagonism toward his principal, which had hindered his experimentation. "I don't think what he [the principal] was saying to me was a way of pushing me into whole language, it was a jab. This really alienated me from whole language. I think if whole language starts coming from the administrators too much it's going to alienate teachers."

After transferring to Richmond[beginning of Phase 2], he began what he called "a gradually, sequential move in the direction of whole language." He stated that the progress of his transition related to his transfer. "I feel I have more freedom here without a principal breathing down my neck." This freedom related to his change in attempting new activities. "I'm stepping out on thin air, and finding out I can walk. I can do it. This gave me a lot more confidence. I can now use my own judgement." Sean contributed this attitude change to his new principal. "He's

so confident in my judgement. He lets me know that he knows I'm doing a good job and doesn't question it. That allows me to feel pretty free to trust my own judgement and make mistakes. He's so gunho. Whatever I want to do, he is behind me. I don't get any criticism from him. He just has a lot of faith that I'll do it right."

By the end of Phase 2, Sean saw his reading program as a blend of his own ideas and whole language. By that he explained, "I think I'm not apt to go off on the deep end on any new idea. I see it as incorporating it into what I already do." Sean's present reading program consisted of "letting the students choose the vocabulary, using novels, newspapers, bringing in things that were real reading." During his observation Sean was using the lyrics of a song to teach figurative speech. He played his guitar and the students sang each verse with him. At the end of each verse they discussed the types of figurative speech present in the lyrics. At the end of the lesson, he assigned the student to write a final verse to the song incorporating the different types of figurative speech. Both Sean's observations and lesson plans demonstrated Sean's acceptance and use of the changed curriculum.

Teachers Who Made A Change To Whole Language With Two Transfers

Karen, Calla, and Dana made both a transfer to another school as well as a teaching position during the Phase 2 change of the study. Karen transferred from teaching on a second grade level at Richmond to a third grade level in a new school, while Calla changed from a fifth grade to a second grade position at the same school. Dana transferred from a third grade teaching position at Salem School to a kindergarten position at another school in the county. These participants claimed that their dual transfers had produced some difficulties in the acceptance and practice of whole language.

Karen. At the beginning of Phase 1, Karen was a reformer, who readily and whole-heartedly adopted the new change into her practice, based upon a change in her philosophy. She had a strong background in whole language and was seen as the initiator change at her school. Karen had learned about whole language during a week long seminar the summer prior to Phase 1. Impressed with the philosophy she decided to start the year off utilizing a whole language approach

in her classroom. Karen's colleagues, based on her convictions, agreed to join her in this attempt.

During Phase 1, Karen continued as the initiator of whole language at her school. During this time she collaborated with her colleagues on the same grade level. She continued her professional development as a means of improving her knowledge-base. Her curriculum was filled with the practices of whole language, incorporating whole book reading and integration of skills within the context of the story. She eliminated the county-adopted basal reader, spelling book, and English book. During the middle of the second year of this study she made a decision to transfer to a new school which proposed to be a whole language school. In order to transfer she had to take a different grade level.

At the time of her Phase 2 interview she had been at the new school for a half a year and explained how her transfer had affected her utilization of whole language. "It's different in the sense that this class is different and at different levels of learning. This means I have to find new ways to do things. Once again I'm feeling my way along as I go." At the previous school Karen provided inservices and collegial support for her colleagues, this is not occurring at the new school. "I don't really feel very capable of helping anybody else do it, because I kind of feel I have all I can do to figure out my own way at this point. It's like starting over." Some of this frustration was due to either a lack of time or a common philosophical base upon which to collaborate. "I find myself thinking sometimes I would love to be teaching first grade or kindergarten so I could cooperate with Marie (a colleague). I have third grade and she has kindergarten. While our philosophies are the same, we do very different things. So there's not a lot of common activities we can plan together. I miss that."

In addition to learning a new grade level, Karen felt that the lack of time to collaborate affected her transition. She explained, "Sometime, we have time on paper, but in reality it is not there. Everybody is so busy getting something done for their class ... or something else is going on, that it is gone before we can collaborate."

Finally, Karen's transfer had affected her attitude toward experimentation, which had lead her to make the initial change to whole language. "At my former school. I felt very free to

experiment and work together with my colleagues. Here we don't work as closely. I feel willing to try something new, as long as it doesn't stand out a lot. I feel some constraints, so I don't want to veer too far off." She stated that these constraints were related to an incident another teacher had at the new school with her parents when she incorporated Foxfire into her curriculum.

By the end of Phase 2 Karen was again progressing toward change despite these perceived drawbacks. She found new ways to collaborate and overcame her newly adopted restraint toward experimentation. Karen's reading program changed in both emphasis and activities. She gave her reasons for this, "I'm used to working with kids that could not read and did not have reading available in their homes. With few exceptions, it's almost the opposite here. The kids that I have are very good readers, so I'm doing very different things. It has not changed my philosophy, but it's changed the kinds of things I'm doing." Karen was also exploring a new area within whole language. "I'm really working hard on the children becoming empowered, having them take responsibility for their own learning. I want this to come from them and I want them to work together, to help each other, and for them to develop."

Calla. Calla was the second teacher undergoing multiple changes. She began the study as a fifth grade teacher at Salem and transferred to a new whole language based school teaching second grade. Calla had attended a conference the summer before Phase 1 in which she had received information on learning styles. Already acquainted with whole language, she became interested in studying learning styles and agreed to cooperate in a study in this area. Due to this study, she removed her spelling text from the classroom and taught her students the spelling words through writing, listening, and other techniques. This examination of learning styles initiated her interest in whole language philosophy. From the beginning of Phase 1 she explored the philosophy of whole language rather than merely adopting the activities.

During Phase 2 she transferred to the same school as Karen. Like Karen, she stated that she felt overwhelmed when she first arrived at her new school. "While I had taught fifth grade for many years, I had only taught a primary grade once before... I learned whole language while I was teaching fifth grade and now I have to learn how to do it in second." This had not changed her

attitude toward whole language. When asked if she still maintained her beliefs in whole language, she answered, "Yes, I do. In fact I believe even more strongly toward a whole language philosophy, especially in the area of language arts."

Calla found it more difficult to adjust to a different grade level than a new school. "It takes a lot more time to do whole language in a primary grade. This year more so than last year, since I'm getting into a print-enriched environment. I'm also having to do more research into finding materials... constantly digging for more things to do, changing things. So it's more difficult." She also found she lacked the techniques for incorporating skills with a whole language approach.

Calla's perceived that she overcame her adjustments to the new school and grade through collaboration and professional development. During Phase 2, Calla attended a conference in order to learn about incorporating writing in her language arts program. As Calla expanded her whole language program to integrate other subject areas at a new grade level, she found that needed modeling. "I know younger children need different skills than older children on learning to read, but in whole language I don't know how to do it... So the Chapter I teacher came in and said let me model that for you. She stepped in and showed me how to pull out the skills, and she modeled how to do it. Now, I feel more comfortable with that."

By the end of Phase 2, Calla's reading program began once again to show a progression toward changed. Calla's language arts program also became more interactive. "When I was teaching fifth grade and just getting my feet wet, the spelling words were taken from reading, but English was completely separate. Now everything is associated with the same thing."

Dana. The third teacher, who experienced multiple changes during this study, was Dana. She transferred from Salem to another small school and from teaching third grade to kindergarten. From the start of the study she was perceived as a teacher who was interested in the change to whole language. As a teachers at Salem, she was privy to the inservices and workshops arranged by her principal on whole language. "A couple of years ago the Chapter I Director came in and we took a class from her on whole language." She pointed out that these opportunities provided an introduction to whole language for her.

Despite her interest, Dana had some reservation concerning the change. She felt that the transition to whole language should be a gradual process. "I'm in the process of transitioning. I've been told that the transition takes anywhere from five to seven years, so I feel like I'm doing a pretty good job." Dana believed that she need to gain more information, "I have to get a feel for what it's all about. After that, I can fix it and get rid of the textbooks. I think you have to feel comfortable with it first."

Dana began collaborating with the Chapter I teacher right from the beginning of Phase 1. With her assistance, Dana started a pioneer unit with the reading of Sarah, Plain and Tall. By the end of Phase 1 Dana stated that she felt stronger about what she was doing. "I don't feel like I'm just starting anymore. I feel like I've actually taken a step. Now it's different, I use themes to teach. It's easier for me to think about teaching in themes." When asked if she felt pressured, she replied, "I've been given the freedom to do what I please and I love it."

At the time of her Phase 1 interview Dana had expressed a desire to return to the kindergarten level having started a change to a whole language curriculum. "Now, I am getting to the point where I would like to go back to teaching kindergarten. I see all the things I could have done and can do differently now." At the beginning of Phase 2, Dana transferred to another school at a kindergarten level. At the new school she did not have the opportunity to collaborate with a Chapter I teacher. Despite her former enthusiasm, the actual transfer in grade levels resulted in a regression of Dana's transition. " I became more traditional and structured. I was dependent on the workbooks and all, because it had been over five years since I taught kindergarten. The kindergarten curriculum had really changed for me and I just really didn't know what the expectations were. I needed time to get myself adjusted to the kindergarten curriculum before I could put it into whole language thoughts."

Dana found "time" by reverting to her former traditional approach. During this period she built upon her knowledge of a whole language kindergarten. "When I was doing the more traditional teaching I was still going to whole language conferences. The conference I went to really kicked everything in place for me." By the end of Phase 2 Dana's curriculum began once

again to demonstrate a whole language change. Her curriculum incorporated students making their own books, reading Big Books, and valuing authorship. She claims that by utilizing the information and modeling gathered from conferences, she could once again incorporate a whole language change into her curriculum.

Conclusions And Implications

All five teachers that transferred during this study experienced an effect on their whole language transition. The teachers, who made only one transfer, whether it was to a new school or teaching grade, experienced a positive effect. The three teachers, who transferred to different schools as well as different teaching levels, had a temporary negative effect on their whole language transition. One teacher temporarily regressed back to a traditional method of teaching, while another found collaboration difficult. A third teacher felt restricted in her experimenting at the end of the study.

It may be concluded from this study that multiple changes during a transition could lead to a temporary regression in the major change. This would concur with Wright's findings (1987) that teachers tended to feel alienated and too insecure to experiment with the new curriculum after transferring. It may also imply that teachers remain at either the same school or on the same grade level of teaching while undergoing a transition to a new curriculum. Hartzell's results (1994) on teachers needing a period of time to resocialize themselves to their new culture after transferring would support this proposal. In addition, Mager's study (1988) on twenty-four transferred teachers also found that while adapting to the change teachers are temporarily affected. Since all transitioning teachers referred to the support received from their colleagues during the change a removal of this support may be the reason for the temporary negative effect. At the same time collaboration may be responsible for the positive effect on single transfers. This concurs with Firestone and Corbett's research on teacher change needing support and collaboration (1987). In addition since a new grade level involves a change in teaching methods, a lack of change knowledge on that level may also contribute to the regression. Fullan and Miles (1992) state that change requires new learning and the time to gather that knowledge.

This study has raised further questions. The teachers, who experienced multiple transfers during the change, had been strong supporters and knowledgeable of the change. If the teachers had less knowledge and support for the change would they have been able to recover from the negative effects of the multiple changes? Likewise, would the single transfer teachers have felt a positive effect without the opportunity for collaboration? Does this study suggest a transfer freeze be set during a major curriculum change? Can curriculum change be kept to a single factor? With the population continuing to expand, schools increasingly consolidating, and educational reform a continuing cry can change be kept to a minimum? Thus, the question to pursue is, at what point is change too much?

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Table 1

Information On Participating Teachers At Richmond School

Code Name	Group Label	Teaching Experience	Degree	Professional Development	Range	Age
1. Patty	Resistor	5	BA+15	Working On MA		1
2. Sally	Reviewer	14	MA	Reads Journals		2
3. Karen	Reformer	12	MA	Conferences		2
4. Cherry	Reviewer	14	2MA	Reads/ Conf+		2

Table 2

Information On Participating Teachers At Salem School

Code Name	Group Label	Teaching Experience	Professional Degree	Development	Age Range
1. Dana	Reviewer	7	MA	Conferences	1
2. Channa	Reviewer	8	BA+	None	1
3. Calla	Reformer	19	MA+	Reads/ Conf+	2
4. Sean	Reviewer	17	BA+30	Working On MA*	2
5. Vana	Resistor	13	MA	Conferences	2

Note. * = These conferences and / or degree were in areas unrelated to reading or whole language; + = These teachers presented at conferences as well as attended; 1= 20 - 35 years of age; 2= 36 - 49 years of age; 3= 51 - 65 years of age.

Table 3

Partipant Changes From Phase 1 To Phase 2

Teacher	Phase 1 School, Grade	Phase 2 School, Grade
1. Sean	Salem, 4	Richmond,4
2. Dana	Salem, 3	Other County School, K
3. Calla	Salem, 5	New School, 3
4. Channa	Salem, 6	Salem, 2
5. Karen	Richmond, 2	New School, 3